

# SAMPLE PAPER



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Level 1 English

### 1.1: Show understanding of specified aspect(s) of studied written text(s), using supporting evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

You should write an essay on ONE of the topics in this booklet only.

If you need more space for your answer, use the page(s) provided at the back of this booklet.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.**

For Assessor's use only		
Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Show understanding of specified aspect(s) of studied written text(s), using supporting evidence. <input checked="" type="checkbox"/>	Show convincing understanding of specified aspect(s) of studied written text(s), using supporting evidence. <input checked="" type="checkbox"/>	Show perceptive understanding of specified aspect(s) of studied written text(s), using supporting evidence. <input checked="" type="checkbox"/>
Overall Level of Performance <input type="checkbox"/> <b>Low Excellence</b>		

You are advised to spend 60 minutes planning and writing an essay on your chosen topic.

## INSTRUCTIONS

Write about ONE or more written texts that you have studied.

If you choose to write about more than one text, the texts you write about could be the same type (eg, TWO poems) or different text types (eg, a poem and a short story). You may have the same or different authors. You may compare or contrast the texts if you wish.

The texts can be any of the following:

- novel
- non-fiction
- short story
- poetry/song lyric
- print media
- drama
- digital/online text.

OR a combination of the above (inter-textual studies).



Choose ONE of the following topics (1–6) below and complete the box at the top of page 4.

Make sure you understand and can write about BOTH parts of the topic before you start writing.

Make sure your chosen topic suits the text(s).

Write an essay of AT LEAST 200 words for your answer.

Support your points with specific details from the text(s).

### TOPICS (Choose one)

1. Describe at least ONE **character or individual** you enjoyed reading about in the text(s).  
Explain why the character(s) or individual(s) helped you understand an idea in the text(s).
2. Describe at least ONE **idea** in the text(s) that you found interesting.  
Explain why the idea(s) was interesting in the text(s) as a whole.
3. Describe at least ONE important **aspect of setting** in the text(s).  
Explain why an aspect(s) of setting helped you understand a key idea(s) in the text(s).  
*Note: Setting could include time and/or place.*
4. Describe at least ONE **language feature** that was used to help you understand an important idea in the text(s).  
Explain why the language feature(s) helped you understand a key idea(s) in the text(s).  
*Note: Language feature(s) could include imagery, style, vocabulary, or symbolism.*
5. Describe at least ONE **event** at or near the end of the text(s) that was important.  
Explain why the event helped you understand a key idea(s) in the text(s).
6. Describe at least ONE **important conflict** in the text(s).  
Explain why the conflict helped you understand a key idea(s) in the text(s).

Topic number: ~~3~~ 4

Circle your chosen written text(s):

novel

non-fiction

print media

drama

short story

poetry/song lyric

digital/online text

Title of text(s): August 6<sup>th</sup> 1945Author/creator(s): Alison Fell

Use the space below to map or plan your ideas. Begin your essay on page 5.

## PLANNING

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic, supported by examples and quotations
- a **conclusion** that focuses on the main idea.

Introduction.

Describe idea.

First Verse

2nd Verse

3rd Verse.



Begin your essay here.

The candidate has alluded to the main idea and set up the poem and the technique; however, the explanation is a bit light in terms of the idea.

Assessor's  
use only

In August 6<sup>th</sup> 1945, by Alison Fell, the bombing of Hiroshima is described. She uses many language features to convey the idea that we must never forget the past as it will occur again. As Santayana said in his famous quote, "He who forgets the past is condemned to repeat it". Fell shows us this by using a plethora of exemplary linguistic devices that creates horrific ~~poem~~ images in our minds.

The first verse is written from the pilots perspective. Fell describes how "he whistles a dry tune five minutes before impact". So brilliantly explaining how the pilot is completely unconcerned about what he is about to do, how many people he is about to wipe off the face of the earth. She also describes how, "the whole blooming sky went up like an apricot ice". This simile gives enormous insight into the shape and colour of the subsequent cloud created by the blast. 'Ice', a American slang for ice cream indicates the shape with a cone at the bottom and pulls at the top. The colour is also given, apricot from, apricot ice'. Hiroshima was a horrific occurrence. The authors description in the first verse gives a vivid image of the blast. Entering why this idea was worthwhile, that we must never forget the past as it will happen again.

The candidate has introduced the idea of using language features and linked with the main idea. The essay discusses techniques and examples and gives an explanation. What is lacking is a perceptive analysis.



The second stanza changes to the perspective at ground zero. The, "bees drizzle over hot white rhododendrons. 'Hot' is used to indicate radio activity. Fell describes a "scarlet girl with her ~~to~~ whole stripped skin at her heel, stuck like an old shoe sole". This is a gruesome insight into the horrific injuries that civilians sustained. She uses a simile to compare an old shoe sole to the girl's "entire skin at her heel", indicating that as she walks her skin flaps like an, "old shoe sole". This realises for me the pain that the innocent endured. This is a horrible atrocity which should never ~~happen~~ be repeated, ~~this is why~~ this is why it is important that we must never forget the past as it will never happen again.

The third stanza is constructed from the perspective a ground zero. Fell dictates that, "she [the scarlet girl] will lie down in the flecked black ash where the people become as lizards or salamanders". "She will lie down", is a metaphor for she will die. Also the use of 'flecked' to describe the ash gives the

The candidate has again discussed techniques and examples and gives an explanation but has merely reiterated the main idea. What is still lacking is a perceptive analysis.



idea that the ash is made up of many different materials and colours, like sand. Fell says that, "people became ~~was~~ lizards ~~or~~ or salamanders", lizards blend in and become unrecognisable in their environment. This means that the people became unrecognisable and their identity turns to dust. A surviving mother would not be able to distinguish the ashes of her daughter to the charred remains of a car. This adds even more sorrow and distress. Not allowing the survivors to find loved one's and provide mourning, grieving and proper burial. This adds substantial effect to the fact that we must never forget the past or it will happen again.

The final verse is from the pilot's perspective. Fell tells us that, "later in dreams he will look down and see, ladybirds, ladybirds". This is when the enormity of this horrible act that he committed hits the pilot. He reviews the drop over and over again in his dreams. He sees ladybirds. Ladybirds are red and black. Fell compares this to the landscape. The black spots of the ladybird are the pikes of dead matter; people, cars, buildings, etc. The rest of the landscape is red, blood and fire. This paints a gruesome picture of the bomb site showing that this is one of the worst weapons ever made.

The candidate has again discussed techniques and examples and gives a sound explanation linked to the idea.



Extra paper for continuing your essay, if required.

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use only

Another reason why we must never forget the past.

August 6<sup>th</sup> 1945, by Alisa Fell, gives explicit insight into the horrific happenings on that day, that fatal drop of the atomic bomb over Hiroshima. The poem uses gruesome metaphors and similes to paint a picture of the horrible act committed on that day. An <sup>important</sup> idea ~~with~~ ~~tearing~~ taken from the poem is that we should never forget the past otherwise it will repeat. It is only by knowing the power and destruction that we can cause when we will have the power to prevent it. "He who forgets the past is condemned to repeat it", Santayana.

The candidate has tied techniques and examples together with the main idea and, in the last sentences, shows expansion and perception.

E



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Overall Level of Performance		<input type="checkbox"/>	High Excellence		<input checked="" type="checkbox"/>

You are advised to spend 60 minutes planning and writing an essay on your chosen topic.

## INSTRUCTIONS

Write about ONE or more written texts that you have studied.

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Explain why the conflict helped you understand a key idea(s) in the text(s).

Topic number: 4

Circle your chosen written text(s):

novel

non-fiction

print media

drama

short story

poetry/song lyric

digital/online text

Title of text(s): Concord Poet August 6<sup>th</sup> 1945Author/creator(s): Martha Alison Fell

Use the space below to map or plan your ideas. Begin your essay on page 5.

**PLANNING**

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic, supported by examples and quotations
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Begin your essay here.

**The candidate has set up and expanded on the important idea, as well as summing up the features used.**

Assessor's  
use only

An important idea in August 6<sup>th</sup> 1945 is the inhumanity of using an atomic bomb on people. Alison Fell, the author, uses a wide variety of techniques to create a vivid ~~pic~~ picture which shows why this idea is so important. She describes what the explosion was like for the pilot and people on the ground, both physically and emotionally. Fell uses these to remind us how ~~horrible~~ horrifying the atomic bomb was because, as Santayana says, "he who forgets the past is condemned to repeat it." This means we need to understand something to realize that we have to stop it.

**The candidate has given examples in outlining the subject and specific techniques and then ties it all to the idea with perceptive comments.**

The first stanza is written from the pilot's perspective. Fell uses the line where the pilot is "whistling a dry tune" to portray how calm the pilot is before dropping the bomb, unaware he is about to raze an entire city to the ground with just the push of a button. She then goes on to paint a picture of the explosion with the metaphor "blooming sky" and simile "went up like an apricot ice." The "blooming sky" gives the impression that the sky is blooming like a flower and "went up like an apricot ice" compares the shape and colour of the sky to an apricot flavoured ice cream. It is strangely disconcerting that such everyday things which are so peaceful can be compared to the horrifying raw power of an atomic bomb. Fell also uses an oxymoron, "laugh and tremble" to describe the pilot's emotions after the bomb went off. It means that, although somewhat frightened by the sheer vastness of the explosion, the pilot is still proud of what he did for his country. This verse compares the lack of emotion shown by the pilot with the scale and strength of the bomb to explain how the pilot didn't understand the bomb, so used the bomb without concern. If we understand, we will know and won't do the same.

**The candidate has come back to the point of the task.**



The candidate has given further explanation, identified techniques, given examples, linked to the main idea, and produced work that is expansive and perceptive.

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use only

The second stanza describes what the explosion was like in the city. Firstly, Alison Fell discusses the affects the bomb had on nature. The phrase "bees drizzle over hot white rhododendrons" is used to show the intense heat created in the blast. Both "bees drizzle" and "hot white rhododendrons" are double entendres which Fell uses to good effect. "Bees drizzle" tells how the bees, amongst other things, have simply melted and plays on the fact that honey is 'drizzled' over toast. Also "hot white" can be interpreted as the type of heat created by fire, but also hot being the colloquial term for radiation. Fell then goes on to describe what it was like for the people through the image of a young girl, walking alone through the dust, moments after the explosion. She writes how the girl's "whole stripped skin" is "at her heel, stuck like an old shoe sole or mermaid's tail." This is a simile the author has used to paint a gruesome picture in the mind of the reader. It adds to the main point of the verse which is to show the unstoppable destruction and horrific pain caused by the bomb, again teaching us how wrong using an atomic bomb is.

The third stanza continues the story of the young girl, but in this verse "she will lie down in the flecked black ash where the people are become as lizards or salamanders." This is a simile that brings the idea to mind that, through all the dust, people, or the remains of people, have become lost and intermingled, losing their identity. An entire life simply blown away. There is no way to tell a lizard from a person when they are both ash. This point is also added to with the fact



The candidate has again linked to the main idea, identifying techniques and explaining examples.

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use only

that lizards are very good at camouflaging themselves and blending in. They have become indistinct from the surrounding scenery. Alison Fell then goes on to use the double entendre 'late' when the young girl says "Mother you are late, so late", late being late as in late to class, but also being ~~there~~ a colloquial term for the deceased.

The final stanza goes back to the pilot's perspective. Fell says how the pilot will "look down and see ladybirds, ladybirds" in his dreams. "Ladybirds" is a metaphor for what he could see when he flew over the city after the bomb was dropped. It describes the colours, red for fire and blood, and black for ash. Him seeing this in his dreams is the Author showing how causing the death to all these people is playing on the pilot's mind. The author using ladybirds to portray pain and suffering is again disconcerting, but possibly draws attention to the fact that nobody knew ~~then~~ what the bomb would do.

Alison Fell uses all these language devices to create an extremely clear, and scary picture of the events on August 6<sup>th</sup> 1945. She uses this picture to great effect to horrify people with the inhumanity of the atomic bomb. As said before "He who forgets the past is condemned to repeat it." Remembering and understanding things is ~~the~~ important to stop us repeating bad things.

The candidate:

- includes some perceptive comment on idea
- makes clear and mostly accurate points that show some originality and insight
- makes reference to specific details with examples and terminology
- addresses both parts of the topic.

E